

THE UNIVERSITY OF NORTH CAROLINA
LIBRARY EXTENSION PUBLICATION

VOL. VIII

OCTOBER, 1941

NO. 1

THE MODERN WOMAN'S
UNFINISHED BUSINESS

ELIZABETH CHESLEY BAITY



THE UNIVERSITY OF NORTH CAROLINA PRESS
CHAPEL HILL

MCMXLI

2

STUDY OUTLINES

EXTENSION BULLETINS

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Current Books of 1923-1924; 1924-1925; 1925-1926. C. S. Love.
Adventures in Reading Series, 1926-1927; 1928-1929. Russell Potter.
Adventures in Reading Series, 1929-1930; 1930-1931. M. N. and R. P. Bond.
Adventures in Reading Series, 1931-1932; 1933. M. N. Bond.

BIOGRAPHY

Other People's Lives, 1928; 1931; 1933. C. S. Love.
Heroes of the American Revolution. 1931. F. M. Green.
Studies in Confederate Leadership. 1931. F. M. Green.

LITERATURE: SOUTHERN, AMERICAN, AND FOREIGN TRANSLATIONS

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Southern Literature. 1926. Addison Hibbard.
The South in Contemporary Literature. 1930. Addison Hibbard.
Recent Poetry from the South. 1928. Addison Hibbard.
Twentieth Century American Literature. 1933. M. N. Bond.
Our Heritage: A Study Through Literature of the American Tradition.
1927. J. H. Hanford.
American Literature. 1927. Addison Hibbard.
Folklore. 1929. R. S. Boggs.
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The French Novel in English Translation. 1930. U. T. Holmes.
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Romance of the Western Frontier. 1932. F. M. Green.
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South America. 1929. W. W. Pierson, Jr., and C. S. Love.
The Far East. (China, Japan, and Korea.) 1931. J. A. Robertson.

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American One-Act Plays. 1929. E. T. Rockwell.
International One-Act Plays. 1926. E. T. Rockwell.
A Study of Shakespeare. 1926. Russell Potter.

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Great Composers. 1925. P. J. Weaver.
America and Her Music. 1931. Lamar Stringfield.
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Books of Travel. 1931. U. T. Holmes.

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*Published six times a year, October, January, April, May, June, and July,
by the University of North Carolina Press. Entered as second-class
matter February 5, 1926, under the act of August 24, 1912.
Chapel Hill, N. C.*

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3. April, 1935. *Below the Potomac*. M. N. Bond.
- *4. May, 1935. *Europe in Transition*. Phillips Russell & C. M. Russell.
5. June, 1935. *Other People's Lives, Fourth Series*. C. S. Love.
6. July, 1935. *The Story of Books*. R. B. Downs.

VOLUME II

1. October, 1935. *Adventures with Music and Musicians*. A. D. McCall.
- *2. January, 1936. *Famous Women of Yesterday and Today*. Revised Edition. C. S. Love.
- *3. April, 1936. *Adventures in Reading, Eighth Series*. M. N. Bond.
4. May, 1936. *Other People's Lives, Fifth Series*. C. S. Love.
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6. July, 1936. *Modern Plays and Playwrights*. C. M. Russell.

VOLUME III

- *1. October, 1936. *Adventures Around the World*. Lucile Kelling.
- *2. January, 1937. *The Modern Woman*. E. C. Baity.
3. April, 1937. *Literary Backgrounds of Present Day Germany*. A. E. Zucker and W. P. Friederich.
4. May, 1937. *India in Revolution*. E. E. and E. E. Ericson.
- *5. June, 1938. *Adventures in Reading, Eleventh Series*. A. B. Adams.
6. July, 1937. *The Theatre Today*. M. G. Holmes.

VOLUME IV

1. October, 1937. *Other People's Lives, Sixth Series*. C. S. Love.
2. January, 1938. *American Humor*. E. C. Downs & R. B. Downs.
3. April, 1938. *Contemporary Poetry*. Lucile Kelling.
4. May, 1938. *Building and Furnishing a Home*. E. C. Baity.
- *5. June, 1938. *Adventures in Reading Eleventh Series*. A. B. Adams.
6. July, 1938. *Famous Women of Yesterday and Today*. Third Edition. C. S. Love.

VOLUME V

1. October, 1938. *Political Problems in Present-Day Europe. First Series*. Werner P. Friederich.
2. January, 1939. *Political Problems in Present-Day Europe. Second Series*. C. B. Robson, C. H. Pegg, A. B. Dugan, and J. L. Godfrey.
3. April, 1939. *Adventures in Reading, Twelfth Series*. A. B. Adams.
4. May, 1939. *The Modern Woman's Bookshelf*. E. C. Baity.
5. June, 1939. *Adventures Around the World, Second Series*. Lucile Kelling.
6. July, 1939. *At Home with the Fine Arts*. M. G. Holmes.

* Out of print. Available only as loan.

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1. October, 1939. *The New Frontier*. W. W. Drake.
2. January, 1940. *United States Mural; a Study of Regional Novels*. Lucile Kelling.
3. April, 1940. *Other People's Lives, Seventh Series*. C. S. Love.
4. May, 1940. *Adventures in Reading, Thirteenth Series*. A. B. Adams.
5. June, 1940. *Adventures with Opera*. A. D. McCall.
6. July, 1940. *Arts and Crafts in Georgian England*. M. N. Bond.

VOLUME VII

1. October, 1940. *The United States in the World Crisis*. E. S. & J. L. Godfrey.
2. January, 1941. *The Old North State*. A. B. Adams.
3. April, 1941. *The Film Yesterday, Today and Tomorrow*. Walter Spearman.
4. May, 1941. *Religion and Contemporary Life*. Dale Spearman.
5. June, 1941. "*Eyes South*." E. S. Godfrey and J. L. Godfrey.
6. July, 1941. *Adventures in Reading, Fourteenth Series*. A. B. Adams.

VOLUME VIII

1. October, 1941. *The Modern Woman's Unfinished Business*. E. C. Baity.

Other programs now in preparation are: *Other People's Lives*, No. 8, by Cornelia S. Love; *The Story of Gardens*, by M. N. Bond; *Men of Europe*, by J. L. Godfrey; *Story of Journalism*, by Walter Spearman; and *Symphonic Music*, by Adeline McCall.

Single copies, 50 cents each; in North Carolina, 25 cents.

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For a fee of twenty-five cents members of non-registered clubs or individuals may borrow books listed in the various study outlines under one topic; or for fifty cents all the books listed in one chapter of an outline may be borrowed, and may be kept three weeks.

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TABLE OF CONTENTS

	<i>Page</i>
HOW TO USE THE EXTENSION LIBRARY	2
STUDY OUTLINES—LIBRARY EXTENSION PUBLICATIONS	3
INTRODUCTION	7
CHAPTER I. THE CRISIS TODAY	11
CHAPTER II. UNION FOR FREEDOM	15
CHAPTER III. FASCISM AT HOME AND ABROAD	18
CHAPTER IV. GOLD IS WHAT YOU GET WITH IT	21
CHAPTER V. BETTER HEALTH AND HOUSING FOR MORE AMERICANS	23
CHAPTER VI. WOMEN OF FOUR WARS	26
CHAPTER VII. THE BATTLE OF BRITAIN	29
CHAPTER VIII. WOMAN'S PAGE	31
CHAPTER IX. AMERICAN FAMILY ROBINSON, 1941	34
CHAPTER X. THE FUNDAMENTAL ARTS OF HOMEMAKING	37
CHAPTER XI. LIFE IS WHERE YOU MAKE IT	40
CHAPTER XII. WE FACE THE FUTURE	43
SPECIAL REFERENCE BIBLIOGRAPHY	47
DIRECTORY OF PUBLISHERS	48
ADDITIONAL READINGS	49
STUDY OUTLINES—EXTENSION BULLETINS	<i>Inside Front Cover</i>
EXTENSION BULLETINS—NOT STUDY OUTLINES	<i>Inside Back Cover</i>



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INTRODUCTION

In past years books for the *Modern Woman* series have been of a lighter nature than those offered this year. We are no longer in a position to ask ourselves what values can be added to our lives: the question today is whether we can keep the familiar patterns once gained but now in eclipse in Europe and under threat in our own country.

Since fascism is the force that threatens to enslave the human race, considerable attention is here given to the objectives and methods of fascism. The books we use stress the fact that it is not enough to fight fascism by military means and through the suppression of foreign and native fifth column elements. It is also necessary to try to see that conditions in our own country do not offer a fertile soil in which the seeds of fascism will take root. If we are to keep the democratic system that our ancestors won for us, we must use it to improve living conditions for a large segment of our population. For this reason, books are included on the subjects of better housing, health, education, recreation, and some measure of economic security for that third of our population whose income is not sufficient for their needs.

In saying that these tasks represent some of the "unfinished business" of woman, we do not mean to imply that women alone are responsible for them. On the contrary, in our civilization there is an unequal division of social responsibility, with far too many women escaping the responsibilities they should face. Many women who feel that they are not pulling their own weight in society are held back by the conviction that there is little an individual can do. Others feel that their own town or community is not a good place in which to undertake anything new. Unconsciously they are like the fellow-townsmen of the Wright brothers who was too smart to be fooled: man was never going to invent any contraption that would make him able to fly like a bird, he said, and after a minute he added that if anyone ever did fly, it would not be a man from Dayton.

And yet almost every one of the great steps upward made through the centuries has begun as a one-man or a one-woman crusade and been carried through by a "visionary" minority. So let us not underestimate the power of the individual effort or

that of the small community which in solving its own problems offers an example to others. Women who feel in their hearts that they lead cramped and semi-useless lives represent more than a personal tragedy: they represent a grave waste of national resources. To give a part of their time to community service is to free themselves from a narrow outlook and to discover that it is not the smallness of the town that sets the boundaries of the mind, but the smallness of the mind itself.

Books are the tools we use in studying the problems that go to make up woman's unfinished business. There is a certain technique in using these tools effectively. This technique of finding the essential meaning of a book or a newspaper is given in two interesting books: *The News and How to Understand It*, by Quincy Howe, and *How to Read a Book*, by Mortimer Adler. We may think that we have already mastered this craft, since we know our ABC's and are on terms of nodding acquaintance with a good many impressively long words. It is with some surprise, then, that we learn from Dr. Adler that many literate adults do not know how to read a book. Really to read, he tells us, is to accomplish that difficult trick: adding to ourselves something that was not there before.

A third book, *Leadership for Today's Clubwomen*, by Edna LaMoore Waldo, offers suggestions for improving the effectiveness of women's clubs. These three books would prove helpful to those in charge of the club discussions and might well be ordered in advance of the year's work. It is also desirable to study the new techniques of adult education, in order to vary the club programs by the use of panel and duo-discussions, open forums, and the use of visual aid material.

Many of the books in this course of study belong to that secondary type labeled "practical" by Dr. Adler. They do not deal with eternal principles of human thinking, but with everyday matters that need the attention of people like ourselves. This being true, we must make a note of Dr. Adler's warning that a practical book can never solve the problems with which it is concerned. These problems can be stated in books but they can be solved only by actions. Such actions do not represent abstract good deeds, but are the simple repayment of the obligation we owe to the society of which we are a part.

Pearl Buck, in *Of Men and Women*, has perfectly expressed the basic idea underlying this course of study:

"Woman must follow into the world those activities which once were hers in the home. She must busy herself again with problems of food and housing and education and religion and government. Her task of creating an environment for her children she must go on doing in the community, in the nation, in the world, since home has ceased now to be the real environment for man and child. She must follow man and child and live where they live if she is to continue to be to them what once she was in the preservation of life and the stimulation of mind and spirit. . . . Her functions and duties, in short, even though they remain the same, are no longer exclusively in the home. They are waiting, undone, in the nation and in the world. When she does them we shall know the difference."

CHAPTER I

THE CRISIS TODAY

"There is a crisis in our national life and it is now. It is not tomorrow or the day after tomorrow but now. How long it will last, not one of us can say. But while it lasts, it will touch the thoughts, the acts and the day-by-day lives of all of us."—Stephen Vincent Benét, in *Zero Hour*

At the time this bulletin went to press (August, 1941) the majority of the people of America had come to the conclusion that the possibility of a German victory over Great Britain does, in all truth, vitally concern the safety of the American people. Public opinion has shifted to support the view that we must do more than sell or lend to England military supplies that she is unable to transport safely to the points where they are urgently needed. Yet there are still prominent Americans who feel that it will be possible to "Save America First" by a policy of non-intervention in the war. To many other Americans such a belief shows either an almost incredible ignorance of the true nature of the German plan for conquest, or a sinister agreement with the aims of the fascist Axis.

In this chapter we will try to examine the purposes of the men who have conquered Europe by methods that include treason, terror, a cynical violation of their own solemn non-aggression pledges, and a ruthless destruction not only of armies but of civilian populations. Disregarding for the moment the background of the war, the misguided policies of the democracies, and other such matters that now belong to a yesterday past recall, we must ask ourselves three questions upon the answers to which not only our own lives and liberty may well depend, but possibly those of our descendants for many generations.

These questions are: What are the purposes and the plans behind the German conquests? How do these plans concern the peoples of the Americas? What must and can be our most effective response to these plans?

Of the many recent books dealing with these questions, perhaps the most detailed and penetrating is André Chéradame's *Defense of the Americas*. The startlingly correct predictions of Germany's moves which this Frenchman has been making since before the last war should cause every American to give a hear-

ing to his analysis of future German moves and of the quickest and least costly means that Britain and America could take to defeat them.

Not only Chéradame but Pierre Van Paassen, the author of *The Time Is Now*, cites convincing evidence of the existence of a German plan for European conquest. This plan, begun well before World War I, was adapted by Adolf Hitler to form the basis of his own dream of a world dominated by German masters for "the next thousand years." That Hitler's plan involves the destruction of the Anglo-American nations is beyond question. Those who may consider these two books biased are referred to Hitler's own words on this matter, as quoted in Francis Hackett's *What Mein Kampf Means to America* and in Hermann Rauschning's *The Voice of Destruction*.

Readers wanting a more specific analysis of the special problems of the military defense of America will be interested in two other books listed with the additional reading: *America and Total War*, by Fletcher Pratt, and *America Next*, by Peter Markham. Each treats of the special problems involved in the possible defense of our continent: the 30,000 mile coast-line impossible to fortify, the accessibility of South and Central America to air forces based in Africa, and other problems that call for a superior air-force, a mobile army, and a nation of citizens prepared to take part in guerrilla warfare, if need be.

Francis Hackett makes clear the alternatives that face us: "If the choice were between 'peace' and 'war' not one per cent of the women of the United States would argue for an aggressive military policy. . . . But what is the choice, if one ponders *Mein Kampf*? It is between a Hitler world and a non-Hitler world."

The following books give us a horrifyingly clear idea of what we could expect in a Hitler world.

1. HITLER'S BLUEPRINT FOR TOMORROW

What Mein Kampf Means to America, by Francis Hackett

Mein Kampf: those who helped to make it; the author himself; his personality and hate creed; his utter "non-negotiability."

Discuss briefly: The forces that helped bring Hitler to power; the "unemployed" German army; the nationalist hot-bed; Allied and American backers; the German feeling of racial superiority; defeated Germany's search for an "out"; world disillusion; world dread of war.

The purpose Hitler expresses in *Mein Kampf*: first, domination in

Germany by means of the destruction of German political and racial minorities, by the reign of terror of the Storm Troopers, by the total censorship of ideas and the replacement of truth with propaganda. Then, conquest of Europe and the world, and German rule "for the next thousand years."

Discuss fully: Why America is Hitler's supreme enemy; his contempt for the democratic system we represent and our belief in the rights of the individual man; the American "melting-pot" the refutation of his race theory; Hitler's economic needs for a Nazi-controlled Europe; his plans for sowing hate and disunion in America.

The Voice of Destruction, by Hermann Rauschnig

Taking each of the above points, give Hitler's cynical private conversation extensions of the views he made public in *Mein Kampf*. "Enrich yourself," the party spoils system, the cultivation of brutality.

The means of world conquest: The "next war" plans of false uniforms, bribed traitors in the victim countries, demoralization of the enemy before the beginning of war, the deliberate making of treaties meant to be broken, the war on civilians as part of a technique of horror.

The purpose: Hitler's plans for Latin America, Mexico, the United States, Europe. The depopulation of the non-German areas and replacement with Germans. The selection of the new Führers and their training to rule the "eternally disfranchised" (the common Germans) and "the subject alien races" (the rest of us). Education: "We must allow the great mass of the lowest order the blessings of illiteracy." Religion: The annihilation of Christianity. Democracy: The destruction of "the last disgusting death-rattle of a corrupt and outworn system."

2. THE NAZI SCHEDULE FOR WORLD CONQUEST

The Time is Now, by Pierre Van Paassen

Discuss fully the following topics, using maps to illustrate the German plan and its present stage:

The plan: The Geopolitical Institute plan for the conquest of Europe and Asia, and Hitler's additions to this plan.

The Steps: Control of the Mediterranean through Italian and Spanish alliances, French and French African conquests, Balkan routes to the Mediterranean, ultimate seizure of Gibraltar and Suez, and consequent loss of the Near East to Great Britain.

Control of the Pacific through domination of Russia and alliance with Japan, control of the Mosul oil fields, across to Indo-China to cut the British Empire life-line. Defeat of Britain through outflanking her fleet.

Control of the Atlantic through seizure of African ports; ultimate conquest of the Americas.

3. NAZI CARPETBAGGERS IN THE FRENCH SLAVE STATE

France on Berlin Time, by Thomas Kernan

Discuss briefly the following topics. Why France fell: general lowering of morality in governmental and professional circles; the lack of unity among Catholics, Jews, Masons, Royalists, and political leaders; spies, traitors, and dupes; the weak structure of the Third Republic; the three men of Vichy.

The German occupation: how the Germans set out to make it pay; German use of propaganda, newspaper, book, magazine, radio; devaluation of French money; how the Germans take "legal" possession of business and industry; the German "social reforms" relating to race and youth education. Note carefully and discuss the material given in the appendix, showing the German technique of occupation.

The future of France: German plans for the reorganization of France as a German colonial empire. "We shall make of France a country which is part vegetable patch and part brothel." Possible forms of French government in case of German defeat.

Discuss fully: the deadly parallel this writer finds between the past French and the present American attitudes and war-preparations; lack of realization of the economic and military strength of a German-controlled Europe and what it could do to ruin the United States by economic pressure; our lack of a unified plan; the contrast between our announced foreign policy and our international trade; our expectation that someone else will stop Hitler.

The epitaph of democracy: "Business as usual."

4. AND THE AMERICAN ANSWER?

Defense of the Americas, by André Chéradame

Discuss briefly this author's analysis of the German plan for world conquest, the Nazi method of total war (political war, organized treason, scientific terrorism, propaganda, Blitzkrieg), and the meaning of a German victory over the Anglo-American world.

Discuss more completely his suggestions for the prevention of a Nazi victory, and his thorough analysis of the problem of the immediate safety of the Americas. What are the difficulties that face us? What is our surest and least costly plan of defense? Make use of the maps shown in this book.

(This author's study of the conditions of the permanent security of the Americas should be studied by those in charge of the program of the next meeting.)

Additional Readings:

America and Total War, by Fletcher Pratt.

America Next, by Peter Markham.

Mein Kampf, by Adolf Hitler.

Battle for the World, by Max Werner.

CHAPTER II

UNION FOR FREEDOM

"In freedom's age-old relay race with slavery, has mankind come this far only to have our generation stumble, fall, and fail?"

—Clarence K. Streit, in *Union Now With Britain*

If there is anything we should learn from the fate of conquered Europe it is that it is cheap at any price to have friendly countries on the other side of one's boundary lines and to evolve with them a workable defense against outside aggression. It has been the fortunate fate of the United States during much of its history to be free from the European tradition of armed frontiers. Today that freedom is challenged by the open secret of the Axis plans for South America, as well as by Canada's possible fate in the event of a German victory. Upon our united defense stands the safety of the western hemisphere.

In *America Faces South* this problem of our vital stake in South America is discussed from the standpoint of German and Japanese penetration into the various South American countries and of the different attitudes of these countries towards us and our "Good Neighbor" policy. From the point of view of the South Americans, our past relationships have been far from satisfactory. Our present attempts to overcome cultural, economic, and political differences in order to form some unified defense of the two Americas against foreign aggression are immensely complicated by the fact that Axis agents are trying even harder to draw the South American republics into their orbit. Mr. Ybarra and the authors whose books are listed below warn us that it is as true politically as it is economically that "the proper number of hours for their competitors to allow every day to fighting them is twenty-four." This is primarily a job for our experts, but we can help by at least becoming aware of the problems involved in the relationship between the two Americas.

That one continent, however unified, could not maintain a democratic system in a world organized on a totalitarian basis is the conclusion of many Americans today. To them it seems obvious that if circumstances force us twice in twenty years to sacrifice our men and our resources to wars in whose planning we had no hand, we must try to evolve some method of control-

ling the forces that lead to wars. Clarence Streit's *Union Now* is the most outstanding of such plans today. It suggests a workable beginning for a federal union of the democracies, following the principles of our own union of states. The supporters of this plan believe that had it been put in force three years ago the conquered nations of Europe would be free. They believe that an immediate union between the United States and the nations that form the British Commonwealth would check the German conquests. The World Federal Union proposed by Clarence Streit will, he recognizes, have its opponents. The arguments they advance are, he reminds us, much the same as those advanced by the opponents of a federal union of the American colonies.

Through today's tragedy women must work towards the possibility of some tomorrow when war, the destroyer of everything that women create, will be held in check by a union of nations determined to outlaw it. Again quoting Pearl Buck: "If men, conditioned to war, cannot provide a society which sees war at its beginnings and stifles it, can women not try at least to help him there? Is she forever to go on blindly giving birth to sons that men may go on blindly killing them off?"

1. SOME WEAK LINKS IN OUR CONTINENTAL SOLIDARITY

"*The Americas, South and North*," in *Survey Graphic*, March, 1941

Bolivar's dream: what it was, how it compares with Clarence Streit's Union, the events that prevented its fulfillment. "Cooperative peace": its premises and its problems.

Discuss the economic phases of our relationship with the South American countries, the natural tendencies to sell to Europe, the dangers to us in South American trade with a Nazi-dominated Europe.

Discuss the work of some of the groups of inter-American agencies. Summarize the following articles: "The Bounty of the New World," "Influences from Overseas," "Our Common Defenses," "A Goose on the Ramparts," and "Women Want a Happier World."

America Faces South, by T. R. Ybarra

Discuss: "You can't court a continent"; the varying attitudes towards the United States in Brazil, Argentina, Chile, Peru, etc. Read pages 111-112, 178.

German penetration into South America (chapters V, and pages 64, 83.) Discuss the Nazi willingness to sell South Americans what they want and to buy their products in return, versus the English and Ameri-

can attitudes. What would happen to South America in case of a Nazi-controlled European trade area?

Causes of South American distrust of the United States: incidents in Panama, Nicaragua, Santo Domingo, and Haiti; our discriminations against certain South American products; exploitation of South America by American financial interests.

The Good Neighbor Policy: what it is, what it has done. Discuss: the Export-Import bank, trade agreements, the declarations of inter-American solidarity (page 308), the set-up of organizations in the United States for promoting understanding, and the achievements of the "Entente Cordell."

Analyze carefully this author's statements of the problems and some necessary steps in the permanent safety of the Americas, and discuss our current policies in this field.

2. "UNION NOW" FOR FREEDOM

Union Now With Britain, by Clarence K. Streit

Explain in detail the Union Now proposal. Read the Union program given on page 31, and discuss it. Compare the World Federal Union proposal with the types of alliance now in force. Compare it with our own federal union of states. Compare it with the suggestions made by André Chéradame.

Discuss: Would the British accept? What about Latin America, China, Japan, India, Soviet Russia? What of the economic problems? What would we gain or lose?

If there is a local branch of Federal Union, Inc., in your community, ask for literature concerning the most recent developments in the organization, or write directly to Union House, 10 East 40th Street, New York City, for information.

Additional Readings:

Union Now, by Clarence K. Streit.

The Federalist, by Alexander Hamilton.

Americas to the South, by John T. Whitaker.

The Coming Struggle for South America, by Carleton Beals.

CHAPTER III

FASCISM AT HOME AND ABROAD

"Today we own Germany
Tomorrow the whole world"
—Nazi marching song

The books listed below show the conquest first of Germany, then of Europe, and the planned conquest of the Americas, by means of propaganda followed up by armed force. This propaganda was the "new weapon" mentioned by Hitler in the conversations recorded by Rauschning. These books show how successful it was in France, and with the group in England who believed "appeasement" would work.

Fascism, it will be seen, is a way of thinking that is not limited to the men of any one country. As it operates in the totalitarian states fascism holds that the chief end of the common man is to glorify the state and serve it endlessly with his work, his liberty, and his life. What it carefully conceals from the common man is that the system is designed to offer a few ruthless men the incentive of endless plunder. That there are men in England and the Americas to whom this system has a great appeal constitutes as grave a threat to our own democratic system as does the present triumph of fascism in Europe.

Wherever it is found, fascism denies everything most essentially democratic and Christian: the importance of the individual, his right to reach the highest mental, social, and economic development consistent with the equal right of other individuals, his rights of freedom of religion, speech, thought, action. Fascism scorns the systems that embody the democratic principles: the two-party government, the separation of legislative, executive, and judicial branches of the government, and the bill of rights. In short, fascism turns back the pages of history to a stage when the slavery of man was taken for granted by the ruthless.

This purpose was made clear by Hitler in his blue-print for the conquest of the world by one "master-race," directing throughout centuries the slave-labor of subjugated races. And in proposing "the final disappearance of the vanquished from the stage of history," he neatly if somewhat prematurely disposes of the American dream.

Fifth Column in America shows that fascism is not exclu-

sively a foreign menace. There is not only the Nazi fifth column of whose work Hitler said, "It will be a simple matter to produce unrest and revolution in the United States so that these gentry will have their hands full with their own affairs—we shall soon have storm troopers in America." There is also the native fifth column of home-grown fascists of the "100 per cent American" variety who offer an equally great danger to the American system of democratic government.

Both *Into the Darkness* and *Berlin Diary* show how a small group of men, using for their own purposes new social and economic forces, induced a nation to step back into the old chains under the impression that they represented a new order. These books are significant because we dare not underestimate the strong hold that fascism has on the German people, and because we need to know the guises under which fascism destroys the liberty and democracy that men of our western civilization have been two thousand years in achieving.

1. WHAT FASCISM MEANS IN WORLD ECONOMY

You Can't Do Business with Hitler, by Douglas Miller

The scientific slave-world that Hitler plans: its extent; its economics; what happened to American business firms in Germany; the Nazi ten commandments; how Nazi aims and methods operated in pre-war Germany.

The plan for world expansion: the colonial slaves in Africa; the drive to Nazify German citizens in other countries; Nazi economic methods and their effect on world trade; political aims.

The new order in Europe: the destruction of the Jewish and Polish population as an example of the probable fate of the British; the fate of the satellite peoples; the education of supergangster leaders to rule the conquered peoples; the age-long armies of occupation; how the slave states can be controlled by economic measures.

Hitler reaches towards the Americas: Nazi methods in South America; the future of South America if Britain falls; the United States against Nazi economics in South America.

The United States against a possible fascist world: the disorganization of American business under barter agreements and gangster methods; state socialism in America.

2. FASCISM AT HOME IN GERMANY

Berlin Diary, by William L. Shirer

Give the picture which Hitler created for his own people of the following events: Prelude to war: the re-arming of Germany; the 13-point

program; the occupation of the Rhineland; the Spanish war; conquest of Czechoslovakia; Russian-German pact. Compare Hitler's promises of "no more demands" with his private intentions and his subsequent actions.

The war: Poland; the Scandinavian conquest; Holland; Belgium; France; the abuse of the Red Cross sign; the reaction to the unsuccessful Battle of Britain; the Mercy killings; German surprise at the bombing of Berlin.

Give this observer's views on the roots of the German conquest, and the difficulties of a German rule over Europe.

Into the Darkness, by Lothrop Stoddard

Briefly summarize: "The totalitarian state." Discuss: The German unpreparedness for British opposition; belief in the justification of their conquests; preparation for war.

Life under national socialism since the beginning of the war: woman's labor service; the training of German girls; marriage and mother help; a housewife's difficulties. Health: the "strength through joy" program. Youth: the army of the spade; Hitler youth; the alienation of young people from family and church; the training of young fascists. The land: Germany's food supply; the system of planned agriculture. The labor front: conscription of all labor; the "winter help" and other organizations designed to impress upon the people of Germany the government's interest in their welfare. To what extent have the Nazis used new social techniques that might repay our study of them?

3. THE WORK OF THE FIFTH COLUMN

Fifth Column in America, by Harold Lavine

Discuss fully the information given in Chapter I concerning the true nature of the fifth column activities in the United States, the methods used by fascists and communists to create disunity, and the success of these methods in the conquest of Europe. (See the additional reference list.)

Give specific information about our home-grown fascist leaders, their activities, and their probable means of support.

Discuss the work of the Bund. Tell about Mr. Stalin's henchmen, their organizations, methods, objectives.

What has been done to control the activities of the foreign and native fascist groups?

Additional Readings:

America Next, by Peter Markham. (Nazi propaganda and organization of appeasement and fifth column groups in England and America.)

They Wanted War, by Otto Tolischus. (How Hitler convinced Germany that England started the war.)

The Strategy of Terror, by Edmond Taylor. (Hitler's conquest of Europe through propaganda and organized treason.)

CHAPTER IV

GOLD IS WHAT YOU GET WITH IT

"I see one-third of the nation ill-housed, ill-clad, ill-nourished."

—President Roosevelt

King Midas, when his wish was granted and everything that he touched turned to gold, soon found that food and drink and living people were far more important than the yellow metal. Stuart Chase also thinks that living people should come first, rather than gold hoards or traditional economic concepts. It is the thesis of *Idle Money Idle Men* that a permanent Public Works program, deliberately and carefully planned, could reduce unemployment, raise the national income, and keep private production wheels turning. It is not the unbalanced budget that should alarm us, he warns, but the millions of unemployed and the one-third of the nation that, in the words of our president, is "ill-housed, ill-clad, ill-nourished."

In *America Incorporated*, an economic history of the United States, Leo Huberman contrasts our country's 19th century "success story" with its 20th century problems. The 19th century, as both of these authors show, was one of the freak periods in human history: during it, the white population of the world rose from 150 million to 635 million. The coming of machines changed the maps of the world, as the great empires were developed to meet the demands for raw materials and for markets. Today we face a world whose population is no longer expanding and in which there are few underindustrialized countries willing to furnish the materials and markets needed by the highly industrialized nations. The system that worked in the 19th century is about as appropriate to 20th century life as whale-oil lamps would be.

These two authors have interesting ideas as to how the 20th century might attain more of a success story of its own, and of how the resources of America might be so used that all Americans could afford a decent standard of living. Their books (and those of following chapters) deal with our battle on the home front: the maintenance of decent living conditions for the people of America as one of the most effective defenses against fascism.

1. FROM RAGS TO RICHES AND BACK AGAIN

America Incorporated, by Leo Huberman

Part I: Success story: The growth of the corporations; the decision that a corporation was a person; dissenting opinion of Justice Black. The little fellows try to fight back: the farmers are defeated; industrial workers and their opposition. The injunction. Company police.

American imperialism: The why; testimony of Major-General Butler. The war.

Part II: From riches to rags: The crash; "People want bread, clothing, shoes, apartments. They want automobiles, radios, electric refrigerators. But they have no money to buy these things."

The New Deal: "A revolution in ideas, not a revolution in economics"; what it did do; work-relief versus dole-relief; comment on the statement of Secretary Wallace: "I have never seen among the peasantry of Europe poverty so abject as that which exists in this favorable cotton year in the great cotton states from Arkansas on to the East Coast."

The PWA: What it did. "The real point was what the government was borrowing the money for." Compare this author's conclusions about the need for a permanent PWA with Stuart Chase's view.

The USHA; the TVA. What cheaper power meant in terms of human life; eight times as many electrical appliances bought in one year.

The Court: Explain "The reactionaries had a bulwark against reform." The court fight.

Our foreign policy: Aiding the aggressors in Spain and China.

Today: Labor legislation; jobs and peace.

2. PEOPLE FIRST

Idle Money Idle Men, by Stuart Chase

What's back of the budget: Explain "But the system can work smoothly only if savings are promptly invested"; deflation versus inflation; how not to lick a depression. Government versus business.

"How shall we keep prosperous on butter rather than guns?"

The declining population; savings concentrated in the higher brackets. Read the summary of the Brookings Institution. Frozen prices.

Explain: "We have, as a nation, so much money that millions of us are close to the starvation line."

The great dams; the human side of the new farm lands created.

The new motor age towns: Greenbelt, Maryland. Design for 1960.

Six modest proposals: (1) a permanent PWA; (2) The budget on a business basis; (3) Old age pensions for everyone; (4) Financing on a "Pay as you go" basis; (5) A flexible WPA program; (6) A new bank for long-term capital loans. Discuss these points fully.

CHAPTER V

BETTER HEALTH AND HOUSING FOR MORE AMERICANS

"It is perfect nonsense for any woman to ask what there is for her to do."—Pearl Buck

To those who say that we cannot afford better health and better housing for that group of Americans who cannot buy it for themselves, Paul De Kruif gives the long-range answer that we cannot possibly afford anything less. America is an idea, and that idea is a fair chance for everyone. Unlike the Chinese, we Americans have no racial cohesion that will somehow pull us through years of oppression. Despite our wealth and resources, the following studies show that we are at a dangerously low ebb in national health and housing. Only the rare individual can make this need as dramatic as the reality justifies, but together we can study and understand and try to do something about the conditions revealed.

Health is Wealth and *Doctors, Dollars, and Disease* discuss health plans that would be workable if they had the push of the people behind them. For little more than we are now spending in ways that leave entirely too many people without medical care, it would be possible to provide medical care for all. Women owe it to their families and to their communities to investigate some of the already successful plans for health insurance, group medical practice, and public health prevention of disease.

Public housing, like public health, has already shown its value and practicality. The *Survey Graphic* issue on housing cites numerous reports proving that poor housing has a tremendous cost in illness, death, crime, and fire losses, and that illness and crime spread from the slums to attack the more fortunate people living in non-slum areas. Of the cost in human depression, lack of development of potential resources, and warped lives dangerous to any democracy, no adequate report has been or can be made. Articles in this survey tell about different forms of public housing and answer the objections made to it by those who have not yet adjusted their ways of thinking to the changed conditions of modern life. It has been shown in many communities that such housing acts as a stimulus to private building by awakening a demand for good housing among people at an

income level above that of those admitted to the public housing projects.

No one argues today about the dangers of having the federal government carry the mail instead of leaving it to private enterprise. No one is much disturbed by the menace to individual initiative in community management of city water, sewerage, fire protection, and other public services once bitterly opposed. Yet medical care plans and community-owned long-term investment housing still encounter these bearded arguments.

1. "IT COSTS LESS TO SAVE 'EM THAN TO BURY 'EM"

Health is Wealth, by Paul De Kruif

Human erosion: Eleven cents per capita per year for health; the fight for a national program of human conservation; memorandum to the president; the principles of a non-controversial national health program.

Discuss the work of the United States Public Health Service; the Wagner bill and its weaknesses. What would be a workable law? Discuss the topic "Public Health is good for doctors."

Needed: New training; laboratories and hospitals; federal grants.

Read: "Our new men against death believe . . ."; Dr. Young's analysis of what must be done.

The cost of a public health program: economic loss to the country through sickness.

Discuss the Michigan medical service plan.

What stands in the way of an adequate public health service? What can individuals and organizations do to further it?

Doctors, Dollars and Disease, by William T. Foster

Give the sources of the information in this booklet. Discuss the uneven costs of sickness. Display the chart of income and physician's calls. Are the people of America able to pay the cost of individual fees? How could we manage to afford good medical care?

Discuss the relative advantages and disadvantages of voluntary insurance, compulsory insurance, and public medicine; hospital insurance; voluntary group payment plans of the Ross-Loos type. Compulsory insurance: types of this service, advantages and disadvantages; what the English physicians think of it. The extension of present public services: show the chart of ownership of hospitals in the U. S.; discuss the argument that the result of public medicine would be a lower quality of medical care, and relate it to the statistics concerning the number of people who have no medical care at all at the present.

2. POOR HOUSING IS VERY POOR ECONOMY

Homes, Front Line of Defense for American Life, the *Survey Graphic*, Feb., 1940

The homes of America: How do we house the middle third? The lower third? Discuss: The penalty of slums in crime, fire, disease. Analyze the charts on page 60. Explain "20 to 40% of all dwellings are sub-standard."

The new financing of homes of America: Explain the functions of the following organizations: PWA, HOLC, USHA, FHA, Resettlement.

The new standards and types: the new versus the old standards; the group house and neighborhood; the new materials.

What is preventing the housing of the ill-housed? Bottle-neck restraints, rackets, high cost of materials. Thurman Arnold's program for getting more homes for America and the obstacles to his plan.

The financial side of better housing: does good low-cost housing pay? speculation housing versus investment housing.

Region building; land preserving; organizations that try to preserve the vanishing American soil.

Lewis Mumford on better housing.

If possible, send for the films or records listed below, to supplement this discussion.

Additional Readings:

Can America Build Houses? Public Affairs Committee. N. Y. 10c

New Homes for Old, by W. V. Reed and Elizabeth Ogg. Foreign Policy Ass'n. 25c

What the Housing Act Can Do For Your City. Gov't Printing Office, Washington, D. C. Free

The House that Jack's Building. Marionette play free from U. S. Housing Authority, Washington.

Housing In Our Time. 20-minute sound film. Loan free from U. S. Housing Authority.

Slums Cost You Money. Dramatizations on records. Free as loans, U. S. Housing Authority.

WOMEN IN FOUR WARS

Time was when women stayed at home while their men went off to the wars, but today homes, hospitals, schools, and all centers of civilian life have become "military objectives." The books in this chapter show more than a picture of the work of individual women during three modern wars. They show the change in the technique of warfare, the present attempt to win wars by destroying civilian populations as well as through the defeat of the nation's armed forces.

In *Madame Curie* we have the story of the most significant woman of our century. This book has much more in it than the story of a great woman's unique work during the first World War. It is a record of almost unbelievable devotion to a purpose. Born in a poor family in conquered Poland at a time when professional opportunities for women were limited to semi-domestic work as a governess, Marie Curie by her own labor earned the respect of the entire world. Few people in any generation are gifted with this woman's tremendous interest in one thing, but her omission of unnecessary "duties" and comforts while taking full responsibility for the real duties of family life can be an example to all of us.

The biography of the Soong sisters gives a striking picture of the development of China's resistance against Japanese aggression, with nothing to help her but the heroic man-power of her own unarmed people. It is also a fascinating account of the lives of three Chinese girls, educated in America, who by peculiar chance became the wives of the three men who have been most significant in China's struggle; Dr. Sun, the revolutionist; Dr. Kung, the financier and leader of China's families of great wealth; and Chiang Kai-shek, the man who became the Generalissimo of China's armies.

My Shadow in the Sun is the story of a gallant girl who was the only newspaperwoman to cover the war in Spain, in which fascist power struck down a Republican government in a dress-rehearsal of the methods that were later to be used in the fascist conquest of Europe.

The letters in *They Speak for a Nation*, smuggled out of the vast prison camp that conquered France now is, show that the

French people have not forgotten what the word "freedom" means and know precisely from whom they can still hope for it.

1. FIRST WOMAN OF THE CENTURY

Madame Curie, by Eve Curie

Read the introduction. Tell about Marie's childhood in Poland; how the three Sklodovska girls got an education; Marie's years as a governess. In the Sorbonne: quarters, food, clothing, recreation.

She meets Pierre Curie: her wedding dress; their house furnishings; her work; Pierre joins in; the need for a new laboratory; their struggles to make a living while continuing their work; the discovery of radium; their refusal to patent it; the result of this generosity.

No place in the Academy for the Curies; successes and ordeals; the death of Pierre Curie; Madame Curie takes his place at lecture room and in the family; her work during the war.

America: The women of America present a gram of radium to its discoverer and ask her to come and collect it in person; she wills it to the State. End of a mission.

2. CHINA'S AMAZING WOMEN

The Soong Sisters, by Emily Hahn

Tell the story of Charley Jones Soong: how he got to school; home to China; meeting with Dr. Sun Yat-sen; Charley becomes a revolutionist; his life.

His daughters: three little maids in school; college in America; return to China; the freeing of Chinese women helps the Americanized sisters to readjust themselves to Chinese life.

Revolution, and the ways of the sisters separate: Eling becomes Madam Kung. Tell something about Kung's family, his education, his YMCA work, his school in which Eling becomes a teacher, his later positions.

Chingling weds her hero, Dr. Sun Yat-sen: the family opposition; Chingling goes to work to help her husband; the escape from Canton; Dr. Sun's sympathy for the Soviet; his new regime for China; the demand for the Canton custom's receipts; death of Dr. Sun; later work of Chingling.

Mayling marries Chiang Kai-shek: Chiang goes anti-Red; Mayling's first work, the Schools for the Children of the Revolution and the Officer's Moral Endeavor Association; Chiang becomes a Christian; the New Life Movement; the trip to the Northwest; the kidnapping of Chiang.

China begins to resist the Japanese: The government digs in at Chungking; the three sisters plunge into national work; the woman's or-

ganizations; the industrial cooperatives; the three sisters visit together at Chungking.

The Soong sisters speak to America. Read aloud portions of the broadcasts of Madam Chiang and Madam Kung dealing with China's resistance to the Japanese, the help she needs from America, and the great importance to the United States of the Chinese resistance. From current periodicals make a brief resumé of the Chinese-Japanese war, and the present attitude and actions of our government in regard to it.

3. GIRL REPORTER IN SPAIN

My Shadow in the Sun, by Frances Davis

How Frances Davis became a foreign correspondent. Carrying the news stories across the border. Under fascist bombs.

The men who report wars: The author's acquaintance with Edgar Mowrer, Edmond Taylor, H. R. Knickerbocker, and other well-known European correspondents.

4. VOICE OF THE SILENCED

They Speak for a Nation, Letters from France, edited by Eve Curie and others

Discuss briefly: The purpose of the book, how the letters were brought out of France.

Summarize, with appropriate quotations from the letters: French life under the conquerors; hardships, education, individual rights, life in Paris, in the provinces, in Alsace and Lorraine, prisoners of war.

The French attitude towards the conquerors: The feeling about "collaboration"; mistrust of the Paris radio; the feeling towards the Vichy government; the German raiding of French foods and other supplies.

The attitudes towards the Free French forces, the British, General de Gaulle, the food blockade, help from America.

Warning from France: "Let each one of those not yet engaged in the military struggle consecrate a part of his time, his activity, his means to aid in warding off one of the most terrible scourges that ever menaced humanity."

CHAPTER VII

THE BATTLE OF BRITAIN

Because England is an island and not easily invaded its defenders have had time to set down an exact account of how it feels to prepare for invasion, to wait for it, and to live under constant attack from the air. And because the English almost instinctively take their pens in hand and write to their friends when they are disturbed about anything, this lull in activity has produced a collection of letters which makes a unique study of the lives of the women of a nation at war.

The first two books on this list show the mental attitude of the English at the beginning of the war. In them we can detect an almost audible sigh of relief when the appeasement policy was at last ended and war was declared. "Mrs. Miniver," in those days before war was more than a vague fear, lived the life of one whose "normal life pleased her so well that she was half afraid to step out of its frame in case someday she should find herself unable to get back." To read about her "normal life," an existence no longer possible to women in many parts of the world, is at the same time delightful and poignant.

Ruth Drummond's book covers a later period, the early days of the war. Hers was a family of six whose income took "a bit of doing" to cover their needs. Her letters give a portrait of a courageous woman who taught herself to do work she had never done before and who tried to give her children a normal home-life in an abnormal time.

Women of Britain is a collection of letters written before and during the "Battle of Britain," when the devastating air-raids had become a common occurrence. As a human interest document it is impossible to imagine anything more touching than these day-by-day accounts of private lives during a crisis.

The most agonizing decision that faced the women of Britain concerned their children. Would it be better to send them overseas, risking the menace of the submarines to escape the menace of the bombing plane, or should they be kept at home to share the dangers which the majority of their countrymen must face? In these letters we find the thought processes which the women of England followed in coming to the majority decision to keep the children at home.

In *Bomber's Moon* Negley Farson gives an American ob-

server's unforgettable picture of English courage under the assaults of the Luftwaffe.

1. COUNTING ONLY THE SUNNY DAYS

Mrs. Miniver, by Jan Struther

Since the value of this book lies in the extreme charm of the author's reflections and observations, the best way to review it will be to read some such passages as the following: "The small wicker knife-basket," what the screen-wiper was trying to say, the Christmas stockings, the visit to the dentist, the new engagement book, returning home, an "arid stretch of life," what it took a war to do, etc. Show the reaction of this happy household to the first suggestion of war; the relief at the end of "appeasement."

2. SHADOW OF WAR

A Woman Faces the War, by Ruth Drummond

How these letters came to be written; the period they cover.

Discuss the first preparations English housewives made for war; the gas-masks, blacking out the windows, the first food rationing.

Tell some of the incidents or read some especially interesting part of these letters.

3. DEATH FROM THE SKY

Women of Britain, with an Introduction by Jan Struther

Read the letters which will be most interesting to your group.

Discuss: The incredible old ladies of England, women of the poor, decisions and changes, life under the Blitzkrieg, the child refugee problem, why the children were kept in England, city refugees in country homes.

Comment on: "We're getting used to being a nation of buttons on bits of elastic with the sirens holding the other end and tweaking us underground." Read the last letter.

Bomber's Moon, by Negley Farson

Make a selection of incidents from this book which gives an American reporter's impressions of the courage of the British people under fire.

Discuss the shelters, good and bad. Billingsgate's defense of London. The air-wardens and their jobs. A sea-side town prepares for defense. The once-stricken cities at work again.

WOMAN'S PAGE

" . . . Time presses. In a strange and ominous way the fate of women everywhere in the world is linked with the trend towards fascism. To delay might mean to be compelled to silence."—Pearl Buck, in giving her reasons for writing *Of Men and Women*

Of Men and Women distills the experience of a woman who has known intimately two entirely different civilizations, the Chinese and the American. Pearl Buck, coming to America after a childhood in China, was struck by the observation that the American woman, for all her "freedom," was much more removed from the lives of her husband and her children, and from the reality of the world, than were Chinese women. It is her belief that this separation between the lives and interests of men and women in America is a very serious thing. She believes that it has more than a little to do with the unsolved problems of society. Man has gone as far as he can without woman, she writes, and we will have increasing chaos until women come out of their domestic shells and work side-by-side with men in the democratic organization that the world needs.

This is a new idea for American women to consider. Many of them know little about the struggle waged only two decades ago to win for women the right to consider themselves responsible citizens. Very few of them are aware that there is today a tendency to raise discriminations, that woman's "right to work" is again discussed as if working women were trying to escape home duties or to earn pin-money to spend for frivolous purposes. Such studies as *Why Women Work* show that women work to support themselves, their parents, their younger brothers and sisters, and their children—in short, for the same reasons that men work. Even the professional and business women studied in this report were trying to support others on earnings below health and maintenance standards, while the majority of working women attempt to do so on much smaller incomes, and must be home-makers as well as wage-earners.

Pearl Buck expresses an idea that has been stated by doctors and psychiatrists, that the human mind and body have been developed through the ages as instruments for work, and that they are profoundly disturbed when the work at hand is inade-

quate to the energy and ability of the individual. She feels that machines and schools have taken away much of woman's work that gave her a satisfying knowledge of usefulness, and that women have failed to step forward and take up the work that needs to be done outside the home. Most women will agree that we need more recognition of the importance of the unpaid work that some women are trying to do in every community, and usually without adequate recognition and organization.

To conclude the "Woman's Page" with a modern success story, we turn to the biography of Hortense Odum, a home-making woman who, when handed a business career, made a conspicuous success of it. Her book is included for its sheer entertainment value and for the stimulation of her experience in making a success of a big New York department store that was failing under its previous management.

1. AMERICA'S "GUNPOWDER WOMEN"

Of Men and Women, by Pearl S. Buck

Discuss this author's views on the discord found in American home-life and her comparison of marriage and home-life in China and America with regard to economic and emotional security.

The American woman: her lonely place in a home that has lost many of its functions. Do you agree with this author that women do not want to be set apart as "angels," that they prefer hardship and work to meaningless activity? With her ideas about educating men and women for each other?

Comment on: "A woman owes something to the society which gives her husband a chance to earn for her, and social pressure should compel her to make that return." "The average woman in the home is the weakest link in American democracy." "The curse of women has been that they have this privilege of refuge in the home."

2. TEN MILLION WOMEN AND WHY THEY WORK

Why Women Work, by Beulah Amidon

Discuss: The source of the material in this study; where women work; what they are paid; why they work; whom they support. What is the conclusion in regard to working women's "right" to work?

Compare this study of business and professional women with that made on the general run of working women by the Woman's Bureau in the Department of Labor, publications of which will be sent you upon request.

Should Married Women Work? by Ruth Shallerose

Discuss: Why married women work, where they are employed, their wages and hours. Do they take jobs away from men? What are the restrictions against married women? What provisions should be made for family arrangements in homes where wives must work? What helps are there in your community for low-income families in which the wife must work outside the home?

3. TURNING CLOTHES INTO BREAD AND BUTTER

Help wanted—Female! (Careers in Fashion), by Margaretta Byers

Give this writer's advice to those who want to go into a fashion career. Preliminaries: analysis of your talent; analysis of the types of jobs available; vocational tests; special training (see the list of schools recommended in the appendix).

Merchandising, from selling to clothes counseling. Advertising, from copywriting to fashion art. Modeling. Hints on job hunting.

Additional Readings:

The Woman's Almanac, 1940. (Facts for, by and about Women)

Wake Up and Live! by Dorothea Brande

Woman's Place, by Hortense Odum

CHAPTER IX

AMERICAN FAMILY ROBINSON, 1941

Well, you get married and settle down to the business of living happily ever after, which should certainly be your own business and free from the prying theories of professors and authors. And the first thing you know, there is a new noise to be heard around the place, and before long a little creature is staggering about emptying drawers and grabbing forbidden objects with an obstinacy great enough to make you think that stubbornness has run in both your houses, if you did not know that your own family was always sweetly reasonable. By the time a second pair of pattering feet have arrived to complicate the situation you have become, practically without giving the matter a thought, the great American family. You are probably the luckiest family left in the world, whether or not you know it.

But the luck is not evenly divided. One out of every six of these little units comes to a total break-up, with bitterness for the adults and tragic bewilderment for the young. The other five are seldom without a certain amount of maladjustment and dissent, as any doctor, judge, or even the family friend can tell you. One encouraging fact does emerge, however, from the welter of statistics that show our national batting average at marriage: the more education the couple have behind them, the better their chances at a marriage that lasts. If general education helps, perhaps specific education for marriage would help still more. So think many educators, and acting upon the thought they have put into the curricula of their schools courses dealing with marriage. These courses naturally reach only a very few of all those who need them. Here again we need short-term courses in each community, but first of all, a little more training in the home.

Modern Marriage is a symposium on various problems of marriage in its personal, economic, and aesthetic aspects. Among other things, it deals with the disappearance of the American Family Robinson of the past generation, when the usual non-urban homestead included a cow and chickens, and home-life was an education instead of an interlude between periods of education. Despite the lack of such educational advantages, however, Dr. Hohman believes that by proper attention to the earliest years we can still turn out creditable masterpieces. If

the members of your group feel that their family twigs are already bent, for better or worse, you may want to omit this book and concentrate attention on the problems of older children.

These problems are not too simple. Nearly two-thirds of our city children are in families where the income is less than \$100 a month for a family of four, which is the government estimate of the sum necessary for a maintenance standard of living. Farm children are worse off in regard to education, public health protective measures, and family income. Neither cities, small towns, nor farms offer the vocational and recreational opportunities that young people need for wholesome development. Studies such as the hair-raising *Designs in Scarlet* show that crime among young people is on the increase, and that even small towns offer no protection from the demoralizing influences at work in the ever-present "dine and dance" places that all too often are the only "recreation" centers available.

A recent survey of college-age youngsters showed, to everyone's surprise, that the young people themselves want more social and moral guidance from their elders than they are getting. *Youth in the World of Today* gives a program for vocational, recreational, and educational guidance that can be followed by any community whose adults feel that to turn the energies of youth into wholesome and constructive channels is a job worth the trouble it will take.

1. WHEN A WOMAN MARRIES

Modern Marriage, edited by Moses Jung

Family disorganization, personal and institutional; the types of conflict. Background of conflict. Physical aspects of marriage. Legal aspects. Education and marriage.

The aesthetics of marriage. Marriage as a career. Factors in family friendships. Art in the home. Religious education in the home.

Economics of marriage.

2. HER TROUBLES BEGIN

As the Twig is Bent, by Leslie B. Hohman

Give the author's answer to the question: "Don't childhood faults usually come out in the wash?"

Towards healthier children: mental health; physical health; emotional health.

Developing the child's personality: Go through the various chapters dealing with the development of honesty, the counteraction of timidity, the encouragement of attractiveness.

Give the author's views on moving pictures and other excitements, on ultra-progressive education, and summarize his employment plans for children. Discuss briefly: "We can build a braver world."

America's Children, by Maxwell Stewart

Summarize this over-all view of the children of America: the kind of families they come from, family incomes, the effect of sub-standard housing and slum neighborhoods, the conditions in the migratory workers' camps.

Health: Who can afford doctors? Preparing children for tomorrow's duties: schools, leisure, religion. Minority groups and their problems. Child labor. What is being done for children? Discuss government aid, and summarize the 1940 White House Conference Report.

3. HOW YOUTH IS SERVED

Youth in the World of Today, by Maxwell S. Stewart

Discuss this pamphlet and the following book together. The charts will supplement the discussion of the book.

Youth—Millions too Many? by Bruce L. Melvin

Youth's fundamental problem: unemployment. The situation and its causes.

Unneeded farm youth: the problems they face, disappearance of the rural middle class, increase of wanderers. Unwanted city youth: the conflict between young and older workers, their work opportunities. Small-town youth: the "across the tracks" group, the adult "indifference towards the young people and hostility to change"—is this true in your town? Negro youth: their problems, education, work opportunities.

Incongruous education: the gap between education and reality; education's function; the education problem in the South; the fallacy of technical training when there are no jobs. Some solutions: Fellenberg's school; the Danish Folk schools.

Unwholesome recreation: why organizations fail, the commercialization of recreation (read the section on page 115), the "joints." The dangers of mass recreation. What can be done? The destructive power of the machine.

Youth stir: briefly discuss the organizations created by young people, their purposes, the opposition they meet. Youth and democracy; the warning of what happened in Germany.

What is being done: discuss the CCC, the NYA, youth activities of federal and farm organizations, national conference of farm youth. Read: "What of it all?"

Paths partially cut: conservation, decentralization, cooperation. The Citizen's Service Exchange; Junior Achievement Inc. What plans for youth conservation has your own community made?

Additional Reading:

Designs in Scarlet, by Courtney Ryley Cooper.

CHAPTER X

THE FUNDAMENTAL ARTS OF HOMEMAKING

"A well-run home is a microcosm of sanity in a world that is plainly mad. If a home doesn't make sense, nothing does."

—Henrietta Ripperger

When Marie Curie was a student she lived on tea and bread because she had no time to make soup. But when she consented to marry, she went secretly to an old friend for cooking lessons and applied her mind to the cookbook with the same seriousness that she gave to science, making notes of her failures and successes. The ordinary comforts of the average home were lacking in her household, because she had dedicated herself to a work that had to come first, but she became a good cook, sewed for and cared for her little girls, and put in a full day at her laboratory.

For most of us, homemaking is the major task. The following books deal with the variety of skills it demands. The development of such skills was formerly a natural part of a girl's training in the home. During her girlhood she learned not only to cook and sew but to tend to the minor ailments of the family and its attendant fauna and flora, from old Rex down to the herb border. Today there is a certain evasion of home responsibility in the training of both girls and boys in the fundamental skills of living. The young lose the solid satisfaction of doing useful jobs well and of making contributions to the life of the family. Worse still, they carry over into homes of their own this lack of standards and skills, turn good money into ill-chosen equipment, good raw materials into dispirited food, and a potentially happy home into a jumping-off place for Reno.

"When she's married and has a home of her own, she will learn all those things easily enough," is a common statement not supported by the records of our divorce courts. Far, far better to omit a pair of monogrammed towels and give the bride a copy of Henrietta Ripperger's *A Home of Your Own*, a housekeeping handbook from which even the domestic paragon may glean a few new ideas.

Such handbooks and home training will have to serve until industry and society provide a few necessary services: short-term courses for brides and brides-to-be, more technological developments such as frozen foods, studies of efficiency in home

management, better and cheaper machines for home drudgery, and more cooperative undertakings such as nursery schools and children's playgrounds.

In the field of home production Ralph Borsodi and his wife have made numerous careful and accurate studies, several of which are included in this program. It is their belief that the average homemaker, with the aid of better electrical equipment, could materially raise the standard of living that the family income will provide.

Not the least important result of doing a good job of home-making, says Hortense Odlum, is that it provides vocational training for women who may find it necessary some day to become breadwinners as well as home-makers. She adds: "I believe one of the reasons that some women fail to find satisfactions in their job of home-making is actually the same as that which makes many women, forced into business, dissatisfied there. It is simply that they have not learned to make the most of the opportunities their situation affords. They lack the imagination which is vital to make any job more than routine, and routine in time reduces any job, whether in a home or in business, to dullness."

1. HOUSEKEEPING FROM A (MATEURISM) TO Z (EAL)

A Home of Your Own, and How to Run It, by Henrietta Ripperger

This book covers such a wide range of information that it cannot be reviewed in detail. Select topics of interest to your club, along some such outline as the following:

The types of information given. The selection and decoration of houses; selection of furniture, housekeeping equipment, accessories.

What happens in a home: the daily routine of cleaning, care of house and belongings, buying and preparing food, housekeeping hints for the working wife.

The house with help: standards for homemakers, hiring and firing, training, fair working conditions. Read aloud "Yourself as an Executive."

Food, drink, and parties.

Money: the mature attitude, necessary expenses, the budget, family sickness insurance, money and husbands, double-income trouble, cost of children.

2. THE CAREFUL CONSUMER

Read Your Labels, by Helen A. Dallas and Maxine Enlow

The history of the United States Food and Drug Laws; the Copeland Bill; the Wheeler-Lea Act. Discuss the protection they give against adulteration of food, drugs, and cosmetics. What do they do? How the laws are enforced.

The cost of consumer protection. The need of organizing consumers to help get better laws and enforcement.

Read aloud the section on how the individual can protect himself against impure foods, drugs, cosmetics. Note the list of further reading and send for literature, or supplement this discussion with articles from periodicals.

3. TAKING THE BITE FROM THE BUDGET

Homestead Bulletins, by the Research Division of the School of Living

Give the ideas of Mr. and Mrs. Ralph Borsodi on the possibilities of greater production in the average home. Tell about the work of the School of Living. Discuss the scope of the *Homestead Bulletins*. Display and discuss the particular *Bulletins* sent with reference material for this meeting.

Additional Readings:

Living for Two, by Enid Wells. (An interesting book for brides, with detailed information on housekeeping equipment, weddings, budgets, furnishings, food)

Woman's Place, by Hortense Odum.

Two for the Money, by Eleanor Gale Carroll.

You Don't Have to be Rich, by Allan Herrick.

CHAPTER XI

LIFE IS WHERE YOU MAKE IT

"Yet these arts are surely as central to life as the most beneficent practical activity. To fail in these departments is to reduce oneself to a nonentity; and the attempt to create a good community by adding nonentities together is like attempting to add up a column of zeroes: the result is still zero."—Lewis Mumford, in *Faith for Living*

The period we are facing demands as never before all possible reinforcements of the human spirit. Lewis Mumford, writing in full sight of today's crisis, makes the point that because we face a grim world and a remorseless enemy of free humanity we must offset the de-humanizing nature of our own war-effort by intensifying our interest in those fields most essentially human; the family, the land, the self. In other meetings we have dealt with the first two of these fields; in this one we will turn to the self.

We hear much talk of future sacrifice. It is unquestionably true that in the next few years we will give up many of the things taken for granted in the advertisements of 1939 as the objects of human desire. But perhaps we will find not only that the human spirit is not dependent on gadgets, but that it survives even cruel losses. Beethoven, after he became totally deaf, wrote symphonies that have brought courage to innumerable hearers facing the problems of a later day. Thoreau, living beside Walden Pond a life stripped of useless possessions and duties, wrote a book that remains one of the freshest and most pertinent contributions of his age.

Somehow, in the days to come, women must learn to set the emotional pace of their families towards the happiness that is still possible, towards creative work, and away from the sterile distractions that are "cheap" only in their first cost, not cheap at all but very expensive when the total cost in time, money, and eroded minds and spirits are added to the debit side of the balance sheets.

In *Entertaining is Fun* Dorothy Draper gives a sparkling outlay of suggestions for combatting the "will to dreariness" that, in her opinion, keeps many women from getting (and giving to their families and friends) the most possible pleasure out of their homes and their lives.

There are many ways in which life can be enriched at no great cost. Hughes Mearns, long a student of the development of creative power in children, turns in *The Creative Adult* to some of the roads by which the individual finds the way to his own inner resources. Every town, however small, and every city, however unfriendly, offers some of these opportunities to those who seek them. The city-dweller finds more, perhaps, of music and the arts, to be actively or passively enjoyed. For the town and country dwellers, if books and recorded music are beyond the confines of even a cooperative budget, there is the interest of community life and of the non-human life of living creatures that make up the incredibly complex pattern of nature.

Probably we can only be occasional "afternoon artists," musicians, or naturalists, but in the world of today even that must be counted as rare good luck. In following such interests we will be doing more than merely amusing ourselves and our families. We will be keeping alive the individual human spirit that the totalitarian nations have set out to destroy. We owe our best efforts to the cause of human freedom, but in the moments of pause, we must confront the will-to-spiritual-destruction now unleashed in the world with an ever stronger will to maintain that which the best human spirits of the past have created.

1. APPLYING THE CREATIVE SPIRIT TO LIFE, LEARNING, AND ART

The Creative Adult, by Hughes Mearns

The discovery of the creative spirit: in children; in adults.

Learning: Make the author's distinction between cultural learning and fact learning; discuss the true nature of practical learning. Discuss: "true and lasting learning is not a matter of isolated, functionless 'study' but is the outcome of a living participation in investigation and research prompted by need and stimulated by interest in a job worth doing."

People: Read the paragraph beginning "To those who have discovered people, a new world is opened" (130). Give the meaning of the chapters on "The Rhythm of Living," and "On Living the Contemporary Life."

Art: Discuss, "Art is the search for the self, a life-long job"; "to practice truth-telling is to grow as an artist; there is no other way." Give the author's system of introducing adults to the pleasure of personal art

criticism. If possible, display reproductions of the works of some of the artists mentioned in these chapters.

Give the gist of the chapters "The Parent as Creative Leader," and "Personal Parade."

2. TECHNIQUE FOR THE "AFTERNOON ARTIST"

Create Something, by Felix Payant

Summarize the art principles given and show how they would help the art beginner. Apply this author's questions regarding a work of art to those displayed.

Select for more detailed discussion the arts and crafts that the home-maker can do and give the writer's directions for beginning in these fields.

3. TRY THIS ON YOUR OWN PIAZZA

Entertaining is Fun, by Dorothy Draper

Give this author's chief suggestions on the following topics: Planning your fun: what kind of party shall it be? Informal parties, dinner parties, family gathering, special occasions.

A check-list for your house: making it say welcome, preparing it for the weekend guest, out-of-door equipment, what to buy for entertaining, how to entertain without a house of your own.

A check-list for yourself: Are you a good guest or week-ender? Entertaining your husband; have you the friends that you want? do they want to come back?

Additional Reading:

Art is Action, by Baker Brownell. (This book develops the thesis that music, dancing, architecture, cooking, and costume remain living arts; that painting, sculpture, and literature tend to die and to become substitutes for the action in art of those who contemplate them.)

CHAPTER XII

WE FACE THE FUTURE

"Men are individually nothing except in relation to that greater reality, Man."—Lewis Mumford

This chapter is like one of the Victorian family Thanksgiving dinners, so over-supplied with heavy food that "the groaning board" was more than a figure of speech. Either of the first two books on this program would furnish adequate material for a year's study course. Together they present a panorama of the history of man, his past and his possible future, that is unique. Each is an act of creative intelligence that bridges the gaps between apparently unrelated events and each gives a warning that our own civilization, that of the western world, has reached a period of extreme crisis. By way of farewell, however, we include a lighter dessert course in the form of the third book, Lin Yutang's delightful series of essays on life as he sees it.

Spengler was not the first thinker to whom it occurred that all of the periods of great civilization have gone through distinct stages that are essentially alike, but he was the first to present a monumental work charting these stages and showing the exact point on the resulting curve that he considered our own civilization to have reached. It remained for time to prove or disprove his theory that the future of a living civilization could be predicted on the basis of the life-courses of dead civilizations. It is one of the ironies of fate that Spengler himself did not realize how promptly the future was to vindicate him. Events he predicted for the period 2000-2200 are already clearly upon us. Spengler died in 1936 before he had time to recognize in Adolf Hitler the first of his "Caesars" (we call them dictators) who, he said, would wage the annihilation-wars that would lead to an Imperial Age, or the frozen winter of our civilization.

Lewis Mumford gives in *Faith for Living* a detailed analysis of the crumbling of a high period in our civilization. The symptoms he describes (the decay of religion, of the family, of the closeness of man to the land, the willingness of money powers to sell war supplies to aggressive nations, the whole pushing-aside of ethics that lets the foundations of society begin to slip) are all familiar mile-posts on the Spenglerian chart. They are the

signs of decay that have preceded the deaths of other civilizations.

Spengler, with his impersonal mind, was not concerned with the question of which nation would be the one to win the wars of annihilation and become the master of the new Imperial Age. Lewis Mumford is very much concerned about this matter. He states his conviction that the only way the democracies can avoid ruin is to make whatever sacrifices are necessary to win the right to determine the form that the society of tomorrow will take.

This can be done only if the men and women of England and America believe that their philosophy of life is worth saving at whatever cost. It can be done only if we realize in time that people who have failed to keep "in form" to protect the soul of their culture have always, inevitably, paid in blood and slavery and death for their weakness.

1. THE SHADOW OF COMING EVENTS

Today and Destiny, (vital excerpts from Spengler's *The Decline of the West*, arranged by Edwin Franden Dakin)

Spengler the man: Read the biographical note and give a brief description of Spengler, his time, the reception given his book, Nazi disapproval of his later work, his death.

Read the Introduction carefully and discuss the editor's method of selecting from the whole book the excerpts he gives, his correlation between the work of Raymond Pearl and Spengler's theory of history.

The Spenglerian theory: Discuss briefly the eight cultures of man, their separateness one from the other, and the stages that each goes through in its life cycle. Display the chart "How Cultures Grow" and explain the meaning of "contemporary political epochs" in which the cultures are alike. Give his analysis of the character (extension in space and time) of our culture.

Read the book with an eye for the elements in modern life that led Spengler to say that our culture (the Faustian, as he names the culture of the western world) has reached the early winter of full civilization: for instance, the development of the world-cities, the decay of Parliaments, the declining birthrate, the system of caste, the rising of the "Mass." What meaning has this for the artist, the scientist, the average man?

Give Spengler's theory of race and nation: "Yet the 'races' of the West are not the creators of the great nations, but *their result*." Go back to the biographical note for an explanation of why this theory caused the Nazis to suppress his later work.

Spengler the prophet: From the lists of forecasts made by Spengler over twenty years ago that have already come true select those having to do with the rise of the dictators (the "Caesars"), the weaknesses of the democracies in defending themselves, the methods of modern wars, and the qualities of the race that will survive to dictate the "Imperial Peace" that will bring our civilization to a close. (Not necessarily any time soon.) Summarize "American Communiqué, 1940."

2. IF WE ARE TO SURVIVE—

Faith for Living, by Lewis Mumford

The reviewer of this book should prepare her discussion in connection with the one above because of the correlation of the first four parts of Mr. Mumford's book with the universal stages in the decay of a culture as analyzed by Spengler: that is, The Betrayal of Man, Corruption of the Opposition, The Undermining of Personality, and Crumbling Traditions. Compare, for example, these elements of modern life with "contemporary" stages in the decline of the Classical Civilization of Greece and Rome.

The chief discussion here should center on parts five, six, and seven: The Recovery of Purpose, Personal Development, Social Renewal, and Sacrifice and Salvage. Give Mumford's suggestions as concretely as possible, and relate them to the activities possible to home-making women.

Discuss: Fascism—"organized revolt against civilization." Relate this to the final phase of the Spenglerian chart.

Relate to the Spenglerian theory Mumford's statement that it is an error to consider Hitler and a few others responsible for the present situation, which is instead the outgrowth of the whole past several centuries.

Relate the "Nazi denial of common humanity" to the last phase of the Spenglerian chart.

Mumford: "We must demand of our industrial leaders that they take over the classic tradition of the professional classes: public service and public responsibility." Compare with the Spenglerian belief that young men of the future who are creative and want power to build must go into politics.

Mumford: "The United States, with its federal system of government, and its strong centralized executive, is an image of the greater world we must help create for all men." This is the thesis of *Union Now*, discussed in chapter II. Read Mr. Dakin's analysis of this on p. 341 of *Today and Destiny*.

3. "NOTHING IS LOST IF MAN IS NOT LOST"

With Love and Irony, by Lin Yutang

The Americans: Why this author liked America, his views on American women. "What I Want," "Should Women Rule the World?"

Read from some of the essays that you find particularly interesting. Discuss his views on duty: "No horse has a sense of duty, and every

carrier pigeon flies home just because he likes it. But man was put to work."

Discuss: "The Future of China," and "The Real Threat: Not Bombs, but Ideas!" Read his conclusions that the instinct for living is stronger than the warring instinct.

Additional Reading:

Mind Through the Ages, by Martin Stevers. (The thesis of this writer is that if man's mental advance had continued without pause from cave-man days until now most of his conflicts would have been ended long ago. His explanation of the gaps in man's advance is that men's minds tended to become static and to refuse to accept new thinking except under the impact of drastic emergency. Other civilizations have died, he says, because at the end of each the State failed to appeal to the minds of its members as being worth saving.)

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